

ILPs: From Compliance to Culture

OELAS Conference

December 8, 2016



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Agenda

the Big questions

- ✓ ECAP 101: What is ECAP?
- ✓ Transition Plan: What is it?
- ✓ Compliance or Culture?
- ✓ Resources and Support Tools
- ✓ Defining Action

The BIG Questions:

#1

What is the Arizona ECAP?



ECAP 101

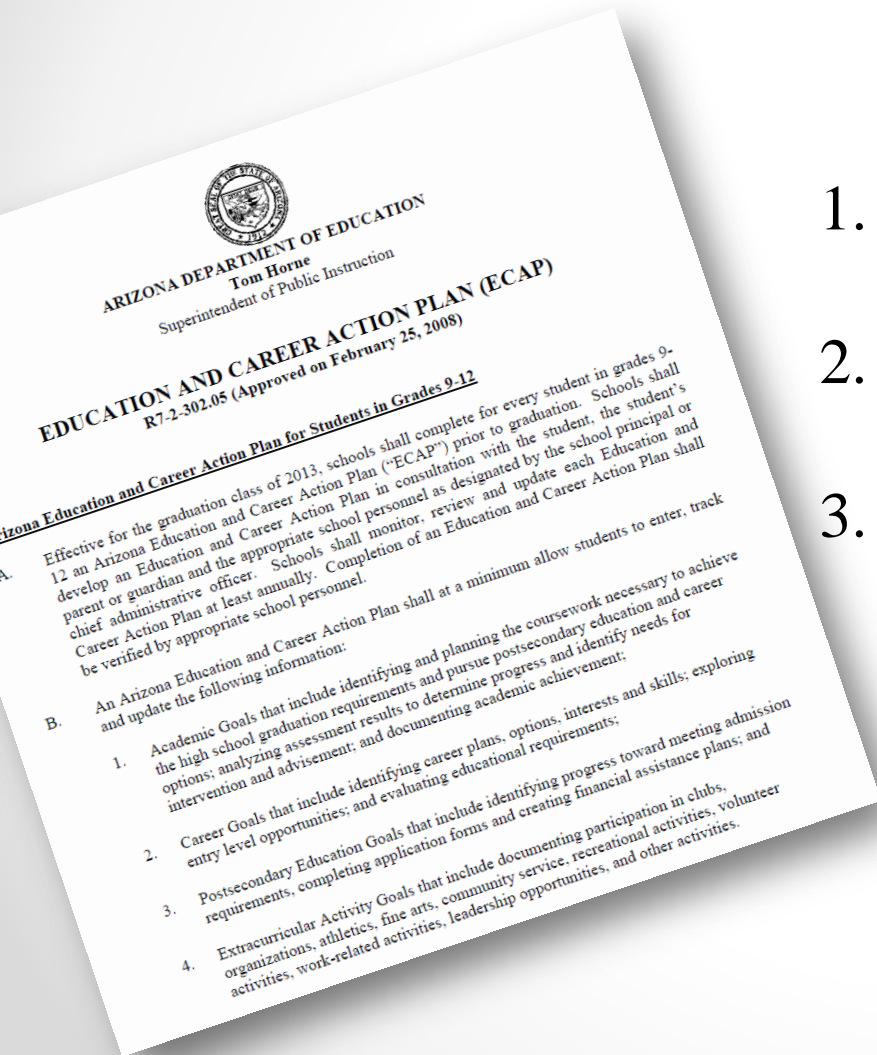
- ☐ Board Rule
- ☐ Attributes
- ☐ A plan
- ☐ A process



ECAP 101

Board Rule

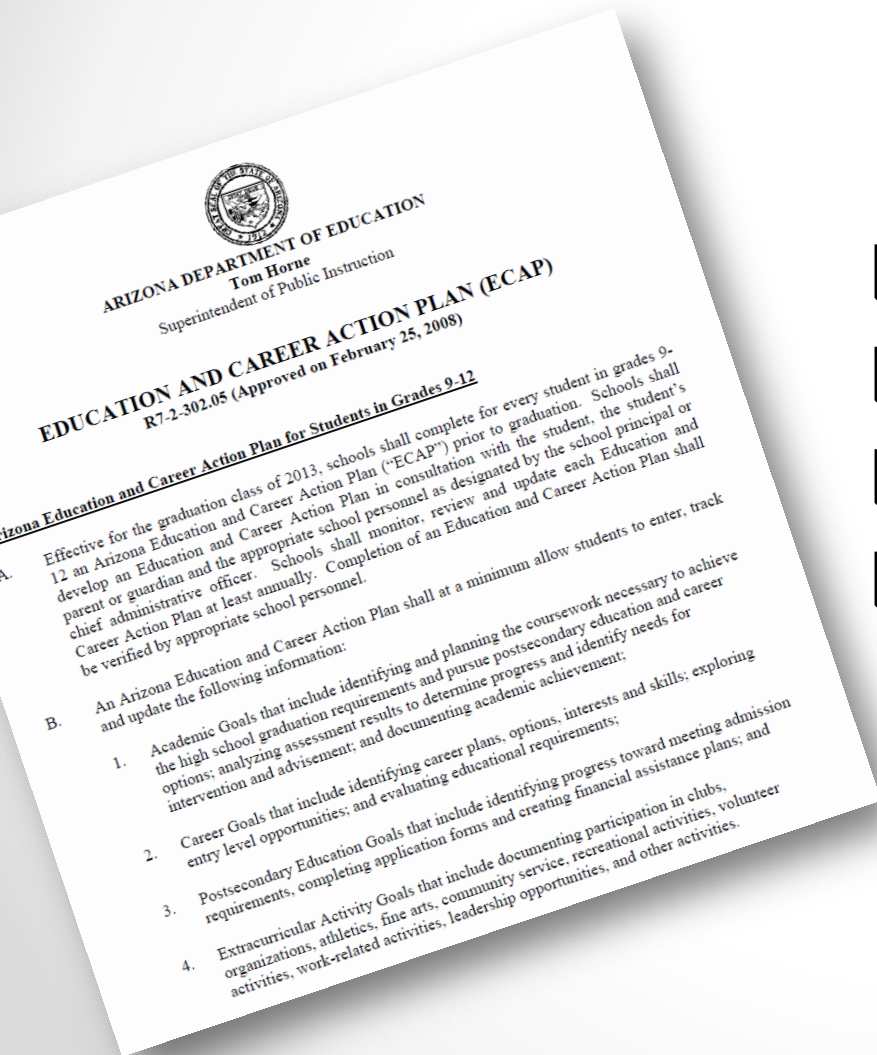
1. Consultation with student, parent or guardian & school personnel
2. Monitor, review, & update ECAP *at least annually*
3. ECAP shall at *minimum* all students to enter, track & update:
 - ☐ Academic goals
 - ☐ Career goals
 - ☐ Postsecondary education goals
 - ☐ Extracurricular activity goals



ECAP 101

Four Attributes

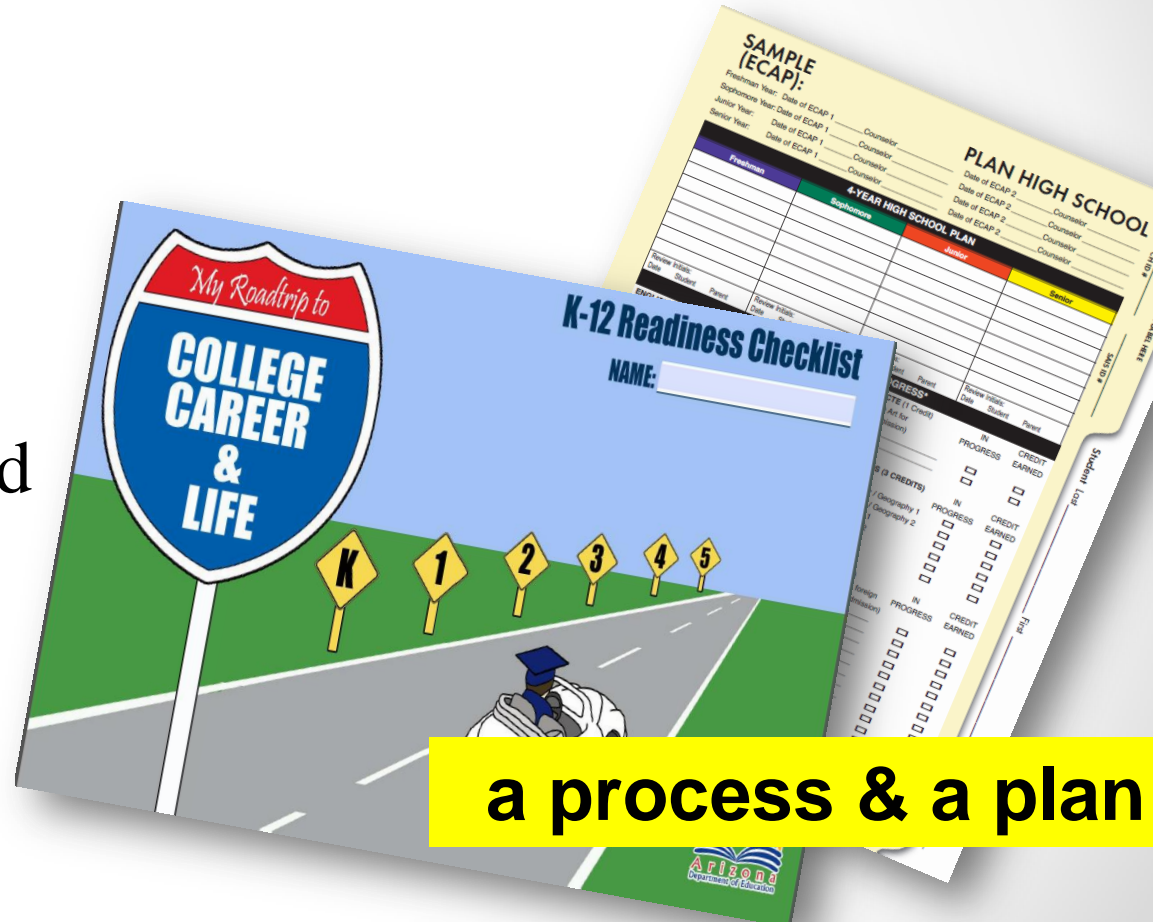
- ☐ Career
- ☐ Academic
- ☐ Postsecondary education
- ☐ Extracurricular activities



ECAP 101

Plan

- Documentation/
portfolio
- Electronic OR hard
copy
- Evidence of the
ECAP **process**



a process & a plan

The BIG Questions:

#2

What is a “transition plan”?



Transition Plan ("TP") 101

- ☐ Federal Law
- ☐ Requirements
- ☐ A plan
- ☐ A process



Transition Plan 101

Federal Law

(20 U.S.C. §1416(a)(3)(B))

Indicator 13: Transition Services for Students

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.



Transition Plan 101

Requirements = plan

1. Updated Annually
2. Measurable Postsecondary Goals
3. Based on Age-Appropriate Transition Assessment
4. Transition Services = Coordinated Set of Activities
5. Transition Services = Courses of Study
6. Agency Participation

a plan

Transition Plan 101



Process

Starts with:

Documentation of Measurable Postsecondary Goals (MPGs) in the areas of:

- education & training
- employment
- independent living skills, when appropriate.

a process

Transition Plan 101



Process

Four components that work together:

1. Assessment information identified this MPG as a strength, preference, and interest
2. Activities that will reasonably enable the student to meet this MPG
3. Courses that clearly communicates to any reader of the IEP that it will reasonably enable the student to meet this MPG?"
4. Annual goal that clearly communicates to any reader of the IEP that it is aligned to this MPG?"

a process

ECAP & “TP” Crosswalk

ARIZONA ECAP and the IEP

On February 25, 2008, the Arizona State Board of Education approved Education and Career Action Plans for all Arizona students in grades 9–12. We, as educators, believe that integrating an Education and Career Action Plan (ECAP) process into all facets of the school experience enables students to be lifelong learners and problem-solvers, developing and applying 21st century skills to their life experiences, as students, as workers, as consumers, and as responsible citizens. With the ability to identify skills and interests and to apply that knowledge to create their own ECAPs, our students will have developed needed skills to transition to postsecondary environments, fluidly and seamlessly, managing 21st century technologies and postsecondary work place requirements.

An ECAP (Education and Career Action Plan) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities for developing the student's individual academic and career goals.

Arizona Education and Career Action Plan [ECAP—State Board Rule \(R7-2-302.05\)](#)

Attributes

An Arizona Education and Career Action Plan shall, at a minimum, allow students to enter, track, and update the following information:

ACADEMIC

- Plan coursework
- Meet high school requirements
- Document postsecondary education goals
- Review academic progress to include needed interventions or advisements
- Record academic achievement or awards

CAREER

- Identify postsecondary career plans, options, interests, or skills
- Explore career opportunities
- Explore needed educational requirements to meet the career qualifications

POSTSECONDARY EDUCATION

- Explore admissions requirements
- Complete necessary applications
- Create a financial assistance plan

EXTRACURRICULAR

Documentation for participation in:

- Clubs, organizations, or Career and Technology Student Organizations (CTSOs)
- Athletics
- Recreational activities
- Fine arts opportunities
- Community service or volunteer activities
- Work experiences, internships, job shadowing, etc.
- Leadership opportunities
- Other activities the student might wish to note



**self
exploration**

**career
exploration**

**career
planning &
management**

ECAP & “TP” is a process



Both are...

- ✓ college and career readiness strategy
 - ✓ individualized high school & postsecondary planning
 - ✓ goal setting and action planning
 - ✓ a plan and a process
-



The BIG questions:

#3

What is the difference between ECAP/
“TP” “compliance” and ECAP/ “TP”
“culture”?





compliance



ARIZONA DEPARTMENT OF EDUCATION

Tom Horne

Superintendent of Public Instruction

EDUCATION AND CAREER ACTION PLAN (ECAP)

R7-2-302.05 (Approved on February 25, 2008)

Arizona Education and Career Action Plan for Students in Grades 9-12

- A. Effective for the graduation class of 2013, schools shall complete for every student in grades 9-12 an Arizona Education and Career Action Plan ("ECAP") prior to graduation. Schools shall develop an Education and Career Action Plan in consultation with the student, the student's parent or guardian and the appropriate school personnel as designated by the school principal or chief administrative officer. Schools shall monitor, review and update each Education and Career Action Plan at least annually. Completion of an Education and Career Action Plan shall be verified by appropriate school personnel.
- B. An Arizona Education and Career Action Plan shall at a minimum allow students to enter, track and update the following information:
 - 1. Academic Goals that include identifying and planning the coursework necessary to achieve the high school graduation requirements and pursue postsecondary education and career options; analyzing assessment results to determine progress and identify needs for intervention and advisement; and documenting academic achievement;
 - 2. Career Goals that include identifying career plans, options, interests and skills; exploring entry level opportunities; and evaluating educational requirements;
 - 3. Postsecondary Education Goals that include identifying progress toward meeting admission requirements, completing application forms and creating financial assistance plans; and
 - 4. Extracurricular Activity Goals that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities.

compliance

1. Consultation with student, parent/guardian, and school personnel at least annually
2. Monitor, review, and update ECAP at least annually
3. ECAP shall at minimum allow all students to enter, track and update:
 - Academic goals
 - Career goals
 - Postsecondary education goals
 - Extracurricular activities



compliance

Code of Federal Regulations:

TITLE 34--EDUCATION

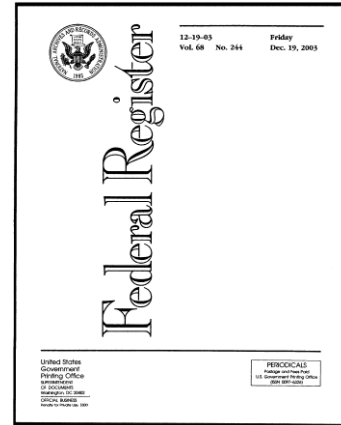
CHAPTER III--OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES, DEPARTMENT OF EDUCATION PART 300_ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

Subpart Evaluations, Eligibility Determinations, Individualized Education Program
Sec. 300.320 Definition of individualized education program.

(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

(Authority: [20 U.S.C. 1414](#) (d)(1)(A) and (d)(6))[71 FR 46753, Aug. 14, 2006, as amended at 72 FR 61307, Oct. 30, 2007]



culture

noun cul·ture \ 'kəl-chər \

- ☐ the beliefs, customs, arts, etc., of a particular society, group, place, or time
- ☐ a particular society that has its own beliefs, ways of life, art, etc.
- ☐ a way of thinking, behaving, or working that exists in a place or organization (such as a business)

F U N F A C T : 3rd most searched word on merriam-webster.com



The BIG questions:

#4

What are the key components to culture,
so we not just “checking the box”?

What does it take?



All Students

ALL students know
where they want to go
and how they're going
to get there.



Pathways

ALL career pathways
are valuable.



Whole-School

ALL adults in the school are engaged in the ECAP/“TP” process.



Family involved

Parents are involved
in the yearly ECAP /
“TP” process and
planning.



Community engagement

The business and community are partners with K-12 education and support the ECAP /“TP” process.



What is a *quality* “TP” process?

Four components that work together:

(based on strength-based MPGs)

1. Assessment information shared in the process has identified the strengths, preferences, and interests
2. Activities provide experiences that show the student has demonstrated appropriate strengths/skills necessary to reasonably enable the student to meet this MPG
3. Courses in the IEP are clearly calculated to will reasonably enable the student to meet this MPG?”
4. Annual goals clearly addressed the area of academic /functional/behavioral/social needs aligned to their MPG?”



What is a *quality* ILP process?

Use the *Quality ILP Process* handout to rank the level of implementation for each component at your school/district.

Note the promoting and inhibiting factors for each component and prepare to report out.



Quality ILP Process

Key Components of a Quality ECAP Process	Not in Use — Fully Implemented				Inhibiting Factors	Promoting Factors
1. Self-Exploration Activities	0	1	2	3		
2. Career Exploration Activities	0	1	2	3		
3. Career Planning & Management Activities	0	1	2	3		
4. Financial Literacy Activities	0	1	2	3		
5. Work Based Learning Opportunities	0	1	2	3		
6. Comprehensive ECAP Implementation Plan & Calendar	0	1	2	3		
7. ECAP Activities Embedded within Classroom Standards & Teaching	0	1	2	3		
8. ECAP Alignment with Special Education and CTE Student Plans	0	1	2	3		
9. ECAP Leadership Team	0	1	2	3		
10. Whole- School Buy-in	0	1	2	3		
11. Family Engagement	0	1	2	3		
12. Community Engagement	0	1	2	3		
13. Accessible & Transferrable ECAP documentation (Portfolio)	0	1	2	3		
14.	0	1	2	3		

The BIG Questions:

#5

What resources and supports are available?



Resources & Supports

- ☐ ADE Personnel
 - ☐ ECAP website
 - ☐ ESS Transition website
 - ☐ AzCIS
 - ☐ Career Ready Project
 - ☐ Each other
-



ECAP Website

www.azed.gov/ecap

Counselors &
Educators Button

Trainings

Announcements

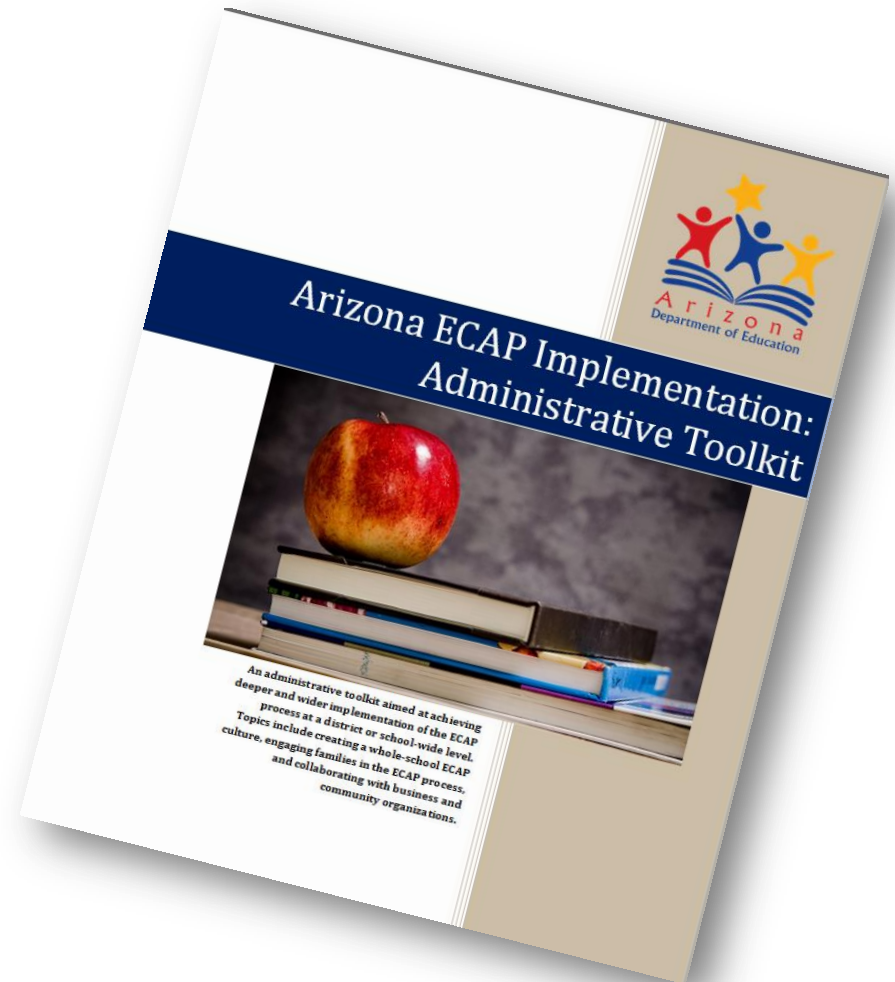
Exemplar Pages



A screenshot of the Arizona Department of Education's ECAP (Education and Career Action Plan) website. The page features a header with the Arizona Department of Education logo, social media links, and a search bar. A navigation bar includes links for HOME, ALL PROGRAMS, STAFF DIRECTORY, CONTACT ADE, FAQ, SCHOOL REPORT CARDS, COMMON LOGON, and ADECONNECT. The main content area is titled "ECAP" and includes a sub-header "Home | College & Career | Guidance Counselors | FAQ (Frequently Asked Questions) | Contact Us |". The page is divided into several sections: a "DEPARTMENT MENU" on the left, a "What is an ECAP?" section in the center, an "ECAP CORNER" section on the right, and a "FIND A SCHOOL" section at the bottom left. The "ECAP CORNER" section highlights "ECAP Trainings in Tucson November 17 & 19" and "Career Pathways Workshop Series". The "FIND A SCHOOL" section includes buttons for "District Schools", "Charter Schools", and "Private Schools". The "What is an ECAP?" section includes a "Why is an ECAP important?" subsection and a list of links: "ECAP Brochure English ~ Spanish", "ECAP At a Glance Handout PDF", and "Board Rule R7-2-302.05 PDF". The "ACCOUNTABILITY" section includes a link to "See what, when, and where to submit ECAP accountability documentation". The "FAQ" section is highlighted with a red circle. The "Counselors & Educators" button is highlighted with a red circle. The "Students" button is highlighted with a red circle. The "Implementation Survey" button is highlighted with a red circle. The "Families" button is highlighted with a red circle. The "Press Room" section is highlighted with a red circle. The "Notice of Public Meetings" section is highlighted with a red circle. The "Calendar" section at the bottom right shows the month of November 2015.

Implementation Toolkit & Site-Assessment Tool

- ☐ Getting started
- ☐ Whole-school buy-in
- ☐ Family engagement
- ☐ Community engagement
- ☐ Exemplar links
- ☐ Resources/research



ESS Website

www.azed.gov/specialeducation

☐ Educators
Button

☐ Trainings

☐ Announcements

☐ Resources



The screenshot shows the homepage of the Arizona Department of Education's Special Education website. At the top, there is a banner with four images: a girl with a rainbow headband, a boy with a laptop, a boy with a camera, and a boy with a red shirt. Below the banner is the text "SPECIAL EDUCATION". The navigation bar includes links for Home, Parent Resources, General Resources, School Resources, School Guidance, Calendar, Contact Us, Directors' Corner, and Site Index. The main content area is titled "Exceptional Student Services" and includes a mission statement, a "Request Assistance" link, and a "Find a School" link. The sidebar on the left contains a "DEPARTMENT MENU" with links to various departmental functions, and the sidebar on the right contains a "QUICK LINKS" section with links to various services and resources.

SPECIAL EDUCATION

Home | Parent Resources | General Resources | School Resources | School Guidance | Calendar | Contact Us | Directors' Corner | Site Index |

You are here: Home

Exceptional Student Services

The Exceptional Student Services (ESS) mission is to provide high quality service that builds capacity to improve outcomes for all students. The vision of ESS is that all students, including students with disabilities, are well prepared for the next step – college, technical/trade school, career, job, or other means of engagement. To achieve this vision, ESS is establishing a system of supports that wraps around educators to improve student outcomes—academically, behaviorally, and functionally.

For assistance with a special education matter, find four alternatives at [Request Assistance](#).

- For [Empowerment Scholarship Account Information](#), visit the ESA website, reach the ESA staff by email esa@azed.gov or telephone 602-364-1969.

QUICK LINKS

- Alternate Assessment (NCSC)
- AZ FIND/Child Find
- Conferences
- Data Management
- Dispute Resolution
- Event Registration
- Find Qualified Staff
- Funding
- Grants Management
- Tip of the Week
- Upcoming Events

FIND A SCHOOL

FAQ

AzCIS

- ❑ www.azcis.intocareers.org
- ❑ Free for all AZ schools
- ❑ Electronic ECAP & TP process
- ❑ Lesson plans aligned to standards & grade levels



Career Ready

- ☐ Arizona Educators
- ☐ Career Literacy
- ☐ 4 Modules
- ☐ 3 options



Arizona Career Ready



Arizona Department of Education



Action Planning My Commitment...

- ☐ **3 things I learned today**
- ☐ **2 things I want to learn more about**
- ☐ **1 thing I can do. . .**



QUESTIONS?

www.azed.gov/

keep in touch!

feel free to **email** at:

kay.schreiber@azed.gov

The Four Year Plan

